

EQUITY SENSITIVITY, LEADER-MEMBER EXCHANGE, AND ORGANIZATIONAL COMMITMENT IN THE SOUTHERN CAMPUSES OF CEBU TECHNOLOGICAL UNIVERSITY

JUNE REY A. VILLEGAS¹ & CHIZANNE S. LARENA²

¹College of Arts and Sciences, Cebu Technological University, Argao Campus, Cebu, Philippines

²Department of Psychology, Negros Oriental State University, Negros Oriental, Philippines

ABSTRACT

This research examined the influence of demographic variables, the level of equity sensitivity, and the quality of the leader-member exchange on the affective, continuance, and normative commitment of the faculty members of the southern campuses of Cebu Technological University. This research employed a quantitative approach utilizing normative-correlational methods. Weighted mean, Pearson r correlation, Spearman ρ , Chi-Square, and linear regression were used in the analysis of the data.

Results showed majority of the respondents were within the age bracket of 35-49 years old, female, faculty members with 10 years or less experience, had a master's degree and ranked instructor. For the psychosocial traits, majority of the respondents were Entitled Oriented, the Leader-Member Exchange was moderate, and all of the three components of organizational commitment were "high". Results also showed sex and educational attainment to be significantly related to equity sensitivity and educational attainment significantly related to Leader-Member Exchange. Academic rank and equity sensitivity were found to be negatively related to leader-member exchange. Leader-Member Exchange was a significant predictor to organizational commitment. Hence, to increase commitment among faculty members at CTU, a quality relationship between leader and member must always be sought after.

KEYWORDS: *Affective, Normative, Continuance, Entitled, Benevolent & Faculty Members*

Received: Jul 06, 2021; **Accepted:** Jul 26, 2021; **Published:** Aug 09, 2021; **Paper Id:** IJESRDEC20215

1. INTRODUCTION

Organizational success is definitely every organization's terminal value. No organization dreams of not attaining success. It is totally contrary to common sense to work hard and invest a lot of money only to hope for failure in the end. Several studies have been conducted to figure out the recipe for success. While there are many ingredients to success, one indispensable component is employee commitment to the organization. As Maxwell (1999) put it, "it is commitment that gets the job done. This intense dedication is more powerful than the best intentions, willpower, or circumstances. Without commitment, influence is minimal; barriers are unbreachable; and passion, impact, and opportunities may be lost." Because organizations thrive on people (Bakker & Schaufeli, 2008) who are the most important means of developing the competitive advantage of the organization (Lussier & Hendon, 2013), ensuring their commitment is moving towards success.

Commitment implies an intention to persist in a course of action. It is commonly believed that committed employees will also work harder and be more likely to "go the extra mile" to achieve organizational objectives (Meyer & Allen, 2004). The research of Rusu (2013) in Romania, for example, reveals that organizational

commitment is a necessary precondition of teacher's stability in higher education institutions. Fostering employees' organizational commitment is considered to be the prime concern for present-day organizations to retain talented employees in a knowledge-driven economy (Neininger, Lehmann-Willenbrock, Kauffeld, & Henschel, 2010). When commitment among employees is low, achieving organizational success becomes difficult as Robbins and Judge (2014) have pointed out the abundance of researches and evidence suggesting that high organizational commitment leads to success and efficiency and the lack thereof to absenteeism, turnover, and productivity.

Similar to non-academic organizations, universities are also concerned with increasing their employees' organizational commitment. The question of how to build up commitment among teachers is still a problem. Lower commitment creates dilemmas that both affect badly the effectiveness of the school and cause teachers to be less successful in their professional performance or to leave the profession (Celep, 2000). In fact, statistics show that approximately one third of new American teachers leave their positions within the first five years of teaching (Allen & Palaich, 2000). In the Philippines, numerous Filipino teachers leave the country and teach in other countries and sometimes give up their profession for caregiver or domestic helper job (Jobo, 2009). Faced with competitive pressures, higher education institutions have paid greater attention to developing a spirit of organizational commitment among their members. An organization's success does not depend only on how it develops employees' competencies but also on how it develops commitment toward the organization (Binbaker & Ahmed, 2015).

With the signing into law of the Universal Access to Quality Tertiary Education Act—a law providing free tuition for students of 112 state universities and colleges (SUCs)—by the president of the Republic of the Philippines in August 2017, it is expected that the number of enrollees in state universities will significantly increase. With the increase in student population, many adjustments have to be made including increase in teaching loads and hiring of additional faculty members. Aside from the population issue, with the implementation of the K to12 program of the Department of Education, the tertiary curriculum has also changed resulting in teachers handling subjects not within their field of specialization because the subjects they used to teach are already offered in the senior high school level.

Being one of the state universities in the country, the concern regarding increasing organizational commitment is definitely something of utmost importance to Cebu Technological University. Mandated to focus on higher technological education, the university constantly strives to perform its fourfold functions, namely instruction, research, extension, and production. Being a university, it has standards to maintain. Being a relatively young university, the struggle to maintain the standards are real. It has to regularly submit itself for accreditations and audits for quality assurance. It conducts regular performance evaluation for both teaching and non-teaching employees just to make sure that performance standards are kept. And maintaining all these standards requires a strong commitment from its faculty and staff. In fact, the university envisions to become a premier multidisciplinary-technological university as stated in its Vision, Mission, Goals, and Objectives (VMGO). Such bold vision can only be realized when the people in the organization are strongly committed and all their efforts are coordinated towards that goal. Otherwise, without the commitment from everybody, the vision, mission, and goals of the university will always be something far from becoming a reality.

Given all these, the researcher was keenly interested in exploring the level of organizational commitment of the faculty members of Cebu Technological University and figuring out factors that can affect commitment so that results can serve as inputs to a faculty enhancement and commitment sustainability program. When faculty members are highly committed, Cebu Technological University can most likely attain its objective to give relevant, effective, and quality

education.

2. METHODS

The study was conducted in three campuses of Cebu Technological University (CTU) (eg: Figure 1). The campuses includes; Cebu Technological University-Argao Campus (CTU-Argao), Cebu Technological University-Barili (CTU - Barili) Campus, and Cebu Technological University- Moalboal Campus. The campuses were all located in the southern part of Cebu province with more than 67 km from the heart of Cebu, City. The institution both offers undergraduate and graduate courses.

This research aimed for the total population of regular faculty members of the southern campuses of CTU as participants of the study. The intended number of participants in this study was 198 faculty members broken down as follows: 73 faculty members from Argao Campus, 53 faculty members from Barili Campus, and 65 faculty members from Moalboal Campus. However, as the nature of the research was voluntary, a minimum number of participants was determined using Slovin's formula at 5% margin of error, to be 149.

To be able to get the desired data for this research, three questionnaires were utilized, namely the Leader-Member Exchange (LMX 7), the Equity Sensitivity (ESI), and the Commitment Scale. All of these tools came with a cover letter for respondents and items on their demographic characteristics. LMX questionnaire evaluated the quality of relationship between the leaders and members (Northouse, 2013). Equity Sensitivity inventory questionnaire measured the equity sensitivity of the respondents (King and Miles, 1994). Organizational Commitment questionnaire assessed the level of organizational commitment of the participants, (Meyer and Allen, 1991).

This research employed a quantitative approach utilizing normative-correlational methods. The normative method was used to give a description of the southern campuses in terms of the equity sensitivity level of the faculty members, their perception of the quality of the leader-member exchange in the university, and their level of organizational commitment in all its components to Cebu Technological University. Predictive capacity of the demographic profiles, equity sensitivity, and leader-member exchange to affective, continuance, and normative organizational commitment were also measured.

The correlational method was then used to test relationships among variables using the Pearson r correlation (P). The Spearman rho (r) was used for ordinal variables such as academic rank and chi square was used for nominal variables. Lastly, linear regression was used to determine the degree of relationship between two or more independent variables (predictor variables) and one dependent variable (response variable).



Figure 1: Map of the Southern Campuses of Cebu Technological University.
(<https://www.google.com/search?q=map+of+cebu&sxsrf>).

3. RESULTS

3.1. Profile of Respondents

The data on the demographic characteristics of the respondents were used to describe the kind of organization the faculty of the southern campuses of Cebu Technological University have. This was done using descriptive statistics such as frequencies, percentages, and means. From the data on the demographics, observable characteristics of the CTU southern campuses can be drawn. As to the number of faculty members who voluntarily participated in this research, 168 out of 191 total population from three campuses. For the Argao Campus, 68 faculty members (93% of the population of CTU Argao) participated in the study; there were 46 (87%) faculty members from the Barili Campus; and, there were 54 (88%) of the faculty members of CTU Moalboal Campus who voluntarily participated in the study. Majority of those who participated in this study were within the age bracket of 35 to 49 years old (42.26%), female (57.14%), had been working 1 to 10 years at CTU (62.5%), had at least a master's degree (51.79%), and mostly held the academic rank of Instructor (47.02%).

3.2. Equity Sensitivity

The concept of equity sensitivity suggests that people have different levels of sensitivity to what they perceive as fair and unfair situations that can possibly influence their actions and attitudes. In classifying the respondents as to whether they are entitled, equity sensitive, or benevolent, the equity sensitivity inventory (ESI) by King and Miles (1994) was used. Based on the scoring procedure set by the proponents of the instrument, a mean for the range of scores was determined at 31.292 and the decision rule of plus/minus one-half of the standard deviation has been used to define the breakpoints for each sub-group. The range for the entitled was from 0 to 27; for the equity sensitive, from 28 to 35; and for the benevolent, from 36 to 50.

Results show that majority of the faculty members at the Argao Campus were entitled-oriented and those at Moalboal were equity-sensitive. Equal numbers of faculty members at the Barili campus were entitled and benevolent. The results indicate that at the three southern campuses, the dominant group was the entitled-oriented. As to the age demographic, for the younger age brackets, entitled-oriented faculty members were the largest group. However, for the age bracket between 50-65 years old, the entitled-oriented was the smallest group.

From among the male faculty members, majority were benevolent whereas majority of the female faculty members were entitled-oriented. This means that the male faculty members were more organization-centered than the female faculty members. In addition, majority of those with 1 to 20 years of experience were entitled-oriented while those with over 20 years were equity sensitive. There was a decline in the number of entitled-oriented among faculty members as they stay longer in the organization. For those with master's degrees, most were entitled, closely followed by those who were equity-sensitive, and very few were benevolent. For the PhD holders, majority were benevolent, showing that equity sensitivity increases with higher education. Finally, the classification of respondents as to academic rank shows a decline in group size in terms of percentage in the entitled category and an increase in group size in the benevolent category, showing that as faculty members move up from instructor to professor, their concerns shift from what they can get from CTU to what they can give to the university.

3.3. Leader-Member Exchange

The quality of relationship between leaders and members in the context of CTU organization was measured using LMX 7 by Graen and Uhl-Bien (1995). Scores in the upper scales mean a better relationship between leaders and members. Results show that all of the respondents from the three southern campuses perceive the quality of their relationship with their leaders as moderate. This moderate LMX suggests that quality leadership is present but not adequate. The same moderate level of LMX was perceived when respondents were categorized according to age, suggesting that regardless of age, faculty members view their relationship with their leaders as somewhere in between the "in-group" and "out-group" status.

As to sex category, both male and female faculty members perceive the quality of relationship they have with their leaders as moderate. This result suggests that in the southern campuses of Cebu Technological University, sex category was not a determinant in the establishment of a quality relationship between members and leaders. When respondents were grouped based on their tenure, those with 11-20 years of service to the university perceive a low LMX level. This perception of low LMX level by these faculty members was characterized by the lack of trust in their leaders, and the impression that their leaders have negative image of them has made them lose their respect for their leaders.

As to the groupings based on educational attainment, LMX levels of the three groups were moderate. As to the classification of respondents by academic rank, the LMX levels among instructors, assistant professors, and associate professors were seen to be moderate, while the LMX level of full-fledged professors was low. This low LMX implies that, unlike faculty members with lower ranks who have a medium quality of relationship, professors feel that their relationship with their leaders were only rule bound, based on contractual relationship.

3.4. Organizational Commitment

To measure the level of the three dimensions of organizational commitment among faculty members of Cebu Technological University, the commitment scale by Meyer and Allen (1991) was used. It was found that faculty members from Barili campus have a very high affective commitment (mean =5.36), faculty members from Argao and Moalboal

campuses have high affective commitment with a mean of 5.36 and 5.31, respectively. These results describe the high level of emotional attachment of the faculty members to CTU and their strong belief in the university's values.

The continuance commitment of the faculty members of the three campuses also rated high. This high continuance commitment of faculty members in the three southern campuses of Cebu Technological University reflects the level of faculty members' perception of economic benefits of working at CTU. Meantime, normative commitment refers to an individual's personal feeling of responsibility to the organization. Based on the result, the normative commitment of the faculty members of Argao and Moalboal campuses was high and the normative commitment of the faculty members of Barili campus was very high. With this result of high normative commitment, faculty members express a deep sense of moral obligation to the university coupled with a strong sense of loyalty.

Based on age category, results show an increase in affective commitment with age. It could perhaps show that there was a pattern that as one gets older, one's attachment to the university gets stronger. The continuance commitment across the three age categories was also high, speaking of the way faculty member's value more the profit associated with remaining in the university than with leaving the organization. The desire to stay at CTU for economic reasons was strong regardless of age. The normative commitment of the faculty members in the three age categories was high, implying that strong sense of obligation and loyalty to the university was felt by the faculty members in all age levels.

In terms of sex, both male and female faculty members exhibit high affective commitment; both groups of faculty members as to sex show high sense of belonging and emotional attachment to the university. The continuance commitment of both male and female faculty members was also high, showing that the benefits of remaining at CTU was greater than the cost of leaving the university. This perceived cost-benefit ratio was the same for both male and female faculty members. The normative commitment of both male and female faculty members was also high, implying that both male and female faculty members believe that it was the "right and moral thing to do" to continue working at CTU. This indicates that, regardless of sex, faculty members manifest strong sense of obligation to the organization.

Based on tenure, in the affective component of commitment, those with 1-10 years of service have high commitment and those with 11-21 years of service and those with 21 and more years of service have very high affective commitment. The result shows an increase in the strength of emotional attachment as faculty members stay longer in the university. Similarly, the result also shows a progression in the continuance commitment of the faculty members based on tenure classification. The longevity of employment relationship affects continuance commitment. For normative commitment, those with the most number of years of service demonstrate a very high normative commitment. The responses also demonstrate uniformity. The youngest and the middle groups have high normative commitment. The sense of moral obligation and loyalty to the university was strong for faculty members with 1 to 20 years of service, and stronger for faculty members with 21 and more years of service.

Based on educational attainment, the affective commitment of the doctorate degree holders was very high while those of the master's degree holders and bachelor's degree holders were high. This implies that those with doctorate degrees have stronger emotional attachment to the organization as compared to those with masters and bachelor's degrees. The continuance commitment of faculty members based on their educational attainment was high. While the continuance commitment of the master's degree holders and the doctorate degree holders were high, the mean score for the continuance commitment of the bachelor's degree holders was higher. While the perceived benefits of the bachelor's degree holders was high, their sense of obligation and loyalty was not as high as their economic reason for staying. However, the

normative commitment of bachelor's degree holders still falls in the "high" category. The master's degree holders and the doctorate degree holders demonstrate high normative commitment. In general, the result shows that all the groups of respondents based on educational attainment manifest high commitment based on strong ethical and moral reasons.

3.5. Relationship between Demographic Characteristics, Equity Sensitivity, and LMX

Three statistical tools were used for testing relationship because the variables have different levels of measurement. For age, tenure, and equity sensitivity, the Pearson r correlation (P) was used. The Spearman rho (r) was used for academic rank because it had an ordinal level of measurement. The Chi-Square (χ^2) test was used for sex and educational attainment because these variables have a nominal level of measurement (e.g. Table 1).

Results indicate no significant relationship between age and equity sensitivity, meaning that having higher equity sensitivity level is not simply the result of getting older. Tenure also did not relate significantly with equity sensitivity. One's length of service does not result to higher equity sensitivity level. Academic rank also did not relate significantly with equity sensitivity. Sex, however, was shown to be significantly related to equity sensitivity. Looking at the percentage of male and female entitled and benevolent, it shows that there were more female entitled and less benevolent than male. Moreover, with a p-value of 0.019, educational attainment was also found significantly related to equity sensitivity, suggesting that getting a higher academic degree has an influence on one's level of equity sensitivity (e.g. Table 1)

In determining significant relationships between demographic characteristics and leader-member exchange, only academic rank and educational attainment were found to be significantly related to LMX, but age, sex, and tenure were not. This result shows that good working relationship cannot simply be the by-product of getting older. In relation to tenure, those with 11-20 years of experience have lower perception of LMX than those with 1-10 years of stay. This result affirms that the quality of relationship between the leader and members was not influenced by the length of stay in the organization. Taking into consideration the result that shows a decline in LMX perception as the rank gets higher, this negative relationship shows an adverse effect on LMX as one rises from the ranks. With the result showing that master's degree holders have higher LMX than doctorate degree holders, the significant relationship between educational attainment and LMX means that LMX perception tends to go down as one gets a higher degree. Finally, in looking into the relationship between equity sensitivity and LMX, results indicate a negative relationship, demonstrating that the lower the equity sensitivity level of the faculty members, the higher was their LMX perception.

Table 1: Relationship between Demographic Characteristics and Equity Sensitivity and LMX

Variables	Equity Sensitivity		LMX	
		p-value		p-value
Age	r 0.050	0.522	r 0.001	0.986
Tenure	r 0.073	0.347	r -0.073	0.347
Academic Rank	ρ 0.144	0.063	ρ -0.176	0.022*
Sex	χ^2 9.486	0.009*	χ^2 6.153	0.188
Educational Attainment	χ^2 11.809	0.019*	χ^2 12.237	0.016*
Equity Sensitivity			r -0.237	0.002*
Note: *p<0.05				

3.6. Significant Predictors of Organizational Commitment

The demographic profile of the faculty members, their level of equity sensitivity, and the level of LMX were tested whether they could predict organizational commitment in all three components of commitment. Age, equity sensitivity, academic rank, sex, and educational attainment were found to not be significant predictors of organizational commitment. While the perception of the economic benefit of staying at CTU was high in all age categories, there was no pattern demonstrating a strong correlation between getting older and stronger organizational commitment. Commitment of the faculty members reflecting their strong sense of obligation, duty, and loyalty to the university and not due to their age (e.g. Table 2).

Results also imply that emotional attachment to the organization was not about length of service as tenure is not significantly related to affective commitment. But on continuance commitment, the longer one stays in the organization, the more economic value one puts at staying in the organization. While normative commitment was high among faculty members with 1-20 years of service and very high among faculty members with 21 and more years of service, tenure was not the influencing factor based on the results. With all the p-values greater than .05, equity sensitivity was not a significant predictor to affective, continuance, and normative commitment (e.g. Table 2). This result implies that being dominantly “Entitled” which is tantamount to low equity sensitivity level of the respondents, does not explain the reason why faculty members have high commitment in all the three components.

Leader-member exchange (LMX) significantly predicts affective commitments. The significant relationship between LMX and affective commitment implies that by improving the level of the quality of exchanges between leaders and members, affective commitment can be raised even higher. Result also shows LMX to significantly predict continuance and normative commitment. The perception of high economic benefit for staying at CTU and the high sense of obligation and loyalty to the university can be explained by the quality of relationship they have with their leaders (e.g. Table 2).

Although commitment levels were high in all the commitment components of all the groups based on academic rank, the faculty members’ academic rank does not explain the high level of commitment they have for the university. This result was also true for continuance and normative commitment. Also, educational attainment of faculty members poses no predictive value to affective, continuance, and normative commitment with all the p-values greater than .05 (e.g. Table 2). This result implies that the master’s degree or the doctorate degree of the faculty member does not explain the high commitment level of the respondents in all the three components of commitment.

Table 2: Predictors of Organizational Commitment

Variable	Affective Commitment	Continuance Commitment	Normative Commitment
Age	.789	.059	.925
Tenure	.052	.007*	.068
Equity Sensitivity	.682	.163	.967
LMX	.000*	.000*	.000*
Academic Rank	.230	.277	.312
Sex	.569	.347	.095
Educational Attainment	.553	.080	.84
Note: *p<0.05			

4. DISCUSSIONS

Huseman, Hatfield, and Miles (1987) identified three classes or categories of individuals that vary with respect to their relative equity preferences. As initially classified and defined these three categories were: a) Benevolents, or "givers," who prefer combinations in which they give more in inputs than they receive in outcomes; b) Equity Sensitives, who (adhering to traditional equity theory predictions) prefer combinations in which the balance of inputs to outcomes is proportionate; and c) Entitled or "takers", who prefer combinations in which they receive more in outcomes than they give in inputs. The Entitled-Oriented or takers are more focused on the receipt of outcomes than on the contribution of inputs and who are thus intolerant of under-reward, more tolerant of over reward than are either Equity Sensitives or Benevolents, and for whom satisfaction and receipt of rewards are positively or linearly related (King & Miles, 1994). Based on the results of the study, it can be said that majority of the faculty members are more concerned about what the university can give to them than on what they can give to the university. These results which demonstrate the dominance of the Entitled-Oriented in the university may not be the ideal psychosocial profile of a faculty member. Further, the code of conduct and ethical standards of faculty members of State Universities, being government employees, is stipulated in Republic Act No. 6713 Section 4 that public officials and employees shall always uphold the public interest over and above personal interest. This code of conduct implicitly describes the ideal equity sensitivity level among government workers. And the ideal government worker is one who upholds public interest over personal interest—a classic characteristic of a Benevolent (high in equity sensitivity).

The second psychosocial trait measured in this study was the level of the quality of relationship between leaders and members from the perspective of the faculty members (also known as LMX). It describes the quality of interpersonal relationship between the superior and subordinate (Graen & Uhl-Bien, 1995). Based on the findings, the perception of the quality of Leader-Member Exchange of the faculty members in the southern campuses of Cebu Technological University was, overall, moderate. These findings suggest that faculty members do not often know where they stand with their leaders who, in turn, have only a fair amount of understanding as to their job problems and needs and the faculty members' potentials are only moderately recognized. This moderate LMX implies that there exists a quality relationship but not adequate.

The third psychosocial trait measured in this study was organizational commitment that is based on the three-component model by Meyer and Allen (2004). This study obtained three scores, one for affective commitment, one for continuance commitment, and one for normative commitment. The result shows that affective commitment among faculty members in the southern campuses of Cebu Technological University was high. It can be said then that faculty members are happy working at CTU and will continue their engagement until they retire as Allen and Meyer (1990) have described high affective commitment. Based on the findings, it can then be inferred that this high affective commitment among faculty members reveals how happy they are working at CTU. They really feel they belong to the organization; the vision, mission, and goals of the university were also their personal vision, mission, and goals. Continuance commitment arises from the recognition that one would lose valued benefits, such as pension and insurance premiums, upon leaving the organization (Pruthi & Sarma, 2014). In other words, an employee with high continuance commitment considers staying in the organization as more economically beneficial than leaving.

From equity theory perspective, there is a good reason for professors to have high continuance commitment. This result confirms the findings by Sharma and Sinha (2015) showing that professors are found to have the highest continuance

commitment after having attained the pinnacle of the academic ladder.

The normative commitment of the faculty members of the southern campuses of Cebu Technological University based on the result was high. Faculty members from Barili campus show a very high normative commitment. Faculty members with 21 and more years of experience also express a very high normative commitment. Affum-Osei, Acquah, and Acheampong (2015) have explained that older employees have invested much in the organization and their turnover intention reduces with the years of job tenure. As Meyer and Allen (2004) put it, “those with strong normative commitment (high Normative Commitment scores) stay because they feel they ought to”. Research has consistently demonstrated that commitment does indeed contribute to a reduction in turnover (Meyer, Stanley, Herscovitch, & Topolnysky, 2002).

A side from measuring the level of psychosocial traits of the faculty members in the southern campuses of Cebu Technological University, this study also tested whether or not demographic characteristics, equity sensitivity, and leader-member exchange would have significant relationship to each other. The significant relationship between sex and equity sensitivity suggests that equity sensitivity level tends to be higher in males than in females. It implies that male faculty members have more tendency to be organization-centered (benevolent) than females. The result which shows that males are more concerned for the organization than for the self is reflective of the natural “Filipino father” role which is that of a “provider” (Tan, 1989). The significant relationship between educational attainment and equity sensitivity reflects the impact of education on one’s concern from the self to outside of the self. With the data showing less entitled-oriented among faculty members with doctorate degrees than those without doctorate degrees, the result implies that education is an effective tool in increasing the level of equity sensitivity.

On the relationship between the demographic profile and leader-member exchange, the data shows that age, tenure, and sex are not related to LMX. Only academic rank and educational attainment are negatively related to LMX. The negative relationship between academic rank and LMX can be explained from the lens of social exchange theory by Hogg & Vaughan (2010). Baumeister and Bushman (2011) explained that social exchange theory seeks to understand social behavior by analyzing the cost and benefits of interacting with each other. For lower rank faculty members, establishing a good working relationship with their deans or chairpersons can open up doors of opportunities. Such good working relationship is characterized by mutual trust and confidence (Graen, & Uhl-Bien, 1995). The higher ranking faculty members tend to be less concerned about relationships because the nature of promotion in the professorial level was based on research and publications. This result indicates a shift of focus from relationship to mandated functions as faculty members move upward from instructor to professor.

As to the relationship between equity sensitivity and leader-member exchange, the result of the study shows that the hypothesis was true and correct. This means that entitled-oriented faculty members perceive a better quality leader-member exchange than those in the higher bracket of the equity sensitivity continuum. Employees who perceive that the organization cares for their well-being and gain favorable treatment from their organization reciprocate this gesture of organizational support by performing roles outside their prescribed duties and responsibilities (Tang et al., 2007). Based on LMX theory, followers (entitled-oriented members) who are interested in negotiating with their leaders what they can do for the group can become part of the in-group (Graen, & Uhl-Bien, 1995). Members in the in-group receive more information, influence, confidence, and concern from their leaders (Graen, & Uhl-Bien, 1995).

The core of this study was to find out what predicts organizational commitment. The findings show that all the demographic characteristics (i.e., age, sex, tenure, academic rank, and educational attainment) were not related to affective

commitment. Equity sensitivity level was also not a predictor of affective commitment. Only LMX significantly predicts affective commitment. These findings conform to the suggestion of Allen and Meyer (1990) that the antecedents of affective commitment fall into three categories—job characteristics, work experiences, and structural characteristics. And one important work experience is the kind of exchange a member has with one's leader. Further, Meyer and Allen (1991) pointed out that the strongest evidence has been provided for work experience antecedents, most notably those experiences that fulfill the employee's psychological needs to feel comfortable within the organization and competent in the work role.

As to the predictors of continuance commitment, of all the demographic characteristics, only tenure was significantly related to continuance commitment. Equity sensitivity level was also not related to continuance commitment. The data that shows strong relationship between tenure and continuance commitment conforms to the contention of Allen and Meyer (1990) that continuance component of commitment is developed based on the magnitude and number of investments an individual makes and a perceived lack of alternatives. Tenure is not just a mere number of years but an investment of time to the organization. The longer the faculty members stay in the university, the greater is their time investment and to profit from their invested time requires continued employment in the organization. According to Allen and Meyer (1990), the likelihood that employees will stay in the organization is positively related to the magnitude of investment and the number of side-bets they recognize.

For the predictors of normative commitment, all of the demographic characteristics and equity sensitivity level were not significantly related to normative commitment. This non-relatedness between demographic characteristics of the faculty members to normative commitment conforms to Meyer and Allen's (1991) contention. Meyer and Allen (1991) proposed that the normative component of commitment will be influenced by the individual's experiences both prior to (familial/cultural socialization) and following (organizational socialization) entry into the organization. Meyer and Allen (1991) further proposed that those employees who have been led to believe through various organizational practices that the organization expects their loyalty would be most likely to have strong normative commitment to it.

Of all the independent variables, only Leader-Member Exchange was found to be significantly related to the three components of commitment. Consistent with the findings of Francisco (2015), this study also showed that LMX positively affects the faculty members' organizational commitment. This positive interaction between LMX and commitment, from the social exchange theory, is reflective of a true Filipino identity as member of a group. As Francisco (2015) puts it, "Filipinos are willing to give their loyalty to those who take good care of them". In an organization where commitment is sharp and strong, obtaining its goals is not an impossibility. Even the most difficult of goals can always be given simplified solutions for nothing is impossible and too difficult to a committed spirit. But when commitment is dull and weak, even the easiest organizational goal becomes too difficult and burdensome. The commitment of an employee to the organization shows the relative strength of the employee's involvement in the organization.

Therefore by increasing the commitment of all the faculty members at Cebu Technological University, a quality relationship between leader and member must always be sought after. Because LMX predicts commitment, any program that promotes harmonious relationship within the organization can also improve the level of commitment among its members.

5. ACKNOWLEDGEMENTS

The researchers would like to thank all the CTU Argao, Barili, and Moalboal faculty members for spending time answering

the questionnaires without complaining and with so much honesty. Without their participation, this research would definitely not be completed. A grateful appreciation is also extended to the Commission on Higher Education (CHED) Philippines for funding this research. And finally, the researchers would also like to express their profound gratitude to the management of Cebu Technological University for permitting them to conduct this research.

6. REFERENCES

1. Affum-Osei, E., Acquah, E., & Acheampong, P. (2015). *Relationship between organizational commitment and demographic variables: Evidence from a commercial bank in Ghana*. *European Journal of Research and Reflection in Educational Sciences*, 769-778.
2. Allen, N.J. & Meyer, J.P. (1990). *The measurement and antecedents of affective, continuance and normative commitment to organization*. *Journal of Occupational Psychology*, 63, 1, 1-18.
3. Allen, M., & Palaich, R. (2000). *In pursuit of quality teaching*. Denver, CO: Education Commission of the States.
4. Bakker, A. B., & Schaufeli, W. B. (2008). *Positive organizational behavior: Engaged employees in flourishing organizations*. *Journal of Organizational Behavior*, 29, 2, 147-154.
5. Baumeister, R F. & Bushman, B.J. (2011). *Social psychology and human nature* (2nd Edition). Belmont, CA, Wadsworth, Cengage Learning.
6. Binbaker, M. & Ahmed, E. (2015). *An empirical investigation of faculty members' organizational commitment in the Kingdom of Saudi Arabia*. *American Journal of Educational Research*, 3, 8.
7. Celep, C. (2000). *Teachers' organizational commitment in educational organizations*. *National Forum of Teacher Education Journal*, 10E, 3, 1999-2000.
8. Francisco, M.E. (2015). *Moderators of psychological contract breach and organizational citizenship behaviors in private educational institutions*. *Philippine Journal of Psychology*, 48, 1, 87-114.
9. Graen, G. B., & Uhl-Bien, M. (1995). *Relationship based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level multi-domain perspective*. *Leadership Quarterly*, 6, 1-23.
10. Hogg, M.A., & Vaughan, G.M. (2010). *Essentials of social psychology*. England: Pearson Education Limited.
11. Huseman, R.C., Hatfield, J.D., & Miles, E.W. (1987). *A new perspective on equity theory: The equity sensitivity construct*. *Academy of Management Review*, 12, 2, 222-234.
12. Jobo, J. (2009). *Challenges in the Philippine basic education system*. Unpublished Masters Thesis, University of the Philippines Los Banos.
13. King, W.C., & Miles, E.W. (1994). *The measurement of equity sensitivity*. *Journal of Occupational & Organizational Psychology*, 67, 133-142.
14. Lussier, R.N. & Hendon, J.R. (2013). *Human resource management functions, applications, and skills development* (2nd ed.) CA: SAGE.
15. Maxwell, J. C. (1999). *The 21 indispensable qualities of a leader: Becoming the person others will want to follow*. Nashville, TN: Thomas Nelson.
16. Meyer, J.P., & Allen, N.J. (Spring 1991). *A three-component conceptualization of organizational commitment*. *Human Resource Management Review*, 1, 1, 61-89.

17. Meyer, J. P., & Allen, N. J. (2004). *TCM Employee Commitment Survey Academic Users Guide*. University of Western Ontario.
18. Meyer, J.P., Stanley, D.J., Herscovitch, L. & Topolnytsky, L. (2002). Affective, continuance and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences. *Journal of Vocational Behavior*, 61.
19. Neiningen, A., Lehmann-Willenbrock, N., Kauffeld, S. & Henschel, A. (2010). Effects of team and organizational commitment—a longitudinal study. *Journal of Vocational Behavior*, 76, 3.
20. Northouse, P.G. (2013). *Leadership theory and practice* (6th Edition). CA: SAGE.
21. Pruthi, N. & Sharma, R. (2014). Personality correlates of organizational commitment among male and female secondary school teachers. *International Journal of Education & Management Studies*, 4, 3, 231-234.
22. Robbins, S.P. & Judge, T.A. (2014). *Essentials of organizational behavior*. NJ: Pearson.
23. Rusu, R. (2013). Affective organizational commitment, continuance organizational commitment or normative organizational commitment. *Management and Economics*, 18, 2, 192-197.
24. Sharma, P. & Sinha, V. (2015). The influence of occupational rank on organizational commitment of faculty members. *Management*, 20.
25. Tan, A. L. (1989). Four meanings of fatherhood. *Philippine Journal of Psychology*, 22, 51-60.
26. Tang R.L., Restubog, S.L.D., & Cayayan, P.L.T. (2007). Investigating the relationship between psychological contract breach and civic virtue behavior: Evidence for the buffering roles of leader-member exchange and perceived organizational support. *Philippine Journal of Psychology*, 40, 1, 67-100.
27. Devi, Reetu, Shanti Balda, and Rani Pinki. "Relationship Between Children's Energy and Motherchild Interactions." *International Journal of Educational Science and Research (IJESR)* 8. 3, pp, 67 70.
28. JHA, Sanjay Kumar. "Exploring the Causes of Sanskrit's Decline (A Pilot Study)." *International Journal of Educational Science and Research (IJESR)* 8: 165-172.
29. Gouda, Hanan. "Investigating the Influence of Leadership on Employees' Loyalty in the Private Education Sector in Egypt." *International Journal of Humanities and Social Sciences (IJHSS)* 7.6: 133-146.
30. Agada, Joy Titi, and Isaac Zeb-Obipi. "Workplace social infrastructure and employee commitment: A literature review." *International Academy of Science, Engineering and Technology* 7.2: 1-12.

